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APPENDICES TO REPORT:
DEVELOPMENT AND EVALUATION
OF TWO ALCOHOL EDUCATION
PROGRAMS FOR THE TORONTO
BOARD OF EDUCATION

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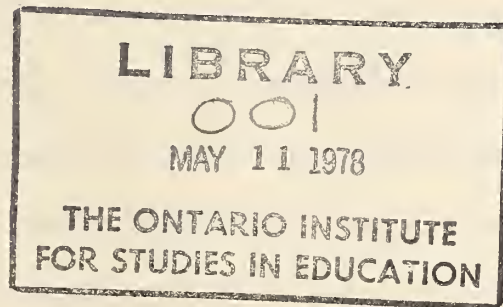


S. 103

APPENDICES TO REPORT:
DEVELOPMENT AND EVALUATION
OF TWO ALCOHOL EDUCATION
PROGRAMS FOR THE TORONTO
BOARD OF EDUCATION

by

Michael S. Goodstadt
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Substudy No. 942

1978

Addiction Research Foundation
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APPENDICES

- Appendix A : A Proposal to Evaluate a New Alcohol Education Program in the Toronto School Board.
- Appendix B : Extract from Minutes of the Toronto Board of Education School Programs Committee, October, 1975.
- Appendix C : Extract from Minutes of Toronto Board of Education School Programs Committee, June 18, 1976.
- Appendix D : Example of Lesson Plan Content and Format.
- Appendix E1: Teachers' Individual Lesson Assessment Instrument.
- E2: Teachers' General Lesson Assessment Instrument.
- Appendix F1: Elementary Schools' Alcohol Knowledge Test.
- F2: Secondary Schools' Alcohol Knowledge Test.
- Appendix G1: Alcohol Attitudes Pre-test Scale.
- G2: Alcohol Attitudes Post-test Scale.
- Appendix H1: Alcohol Use Pre-test Questionnaire
- H2: Alcohol Use Post-test Questionnaire
- Appendix I1: Students' Individual Lesson Evaluation Instrument.
- I2: Students' Overall Program Evaluation Instrument.

APPENDIX A

A Proposal to Evaluate a New Alcohol Education
Program in The Toronto School Board

A PROPOSAL TO EVALUATE A NEW ALCOHOL EDUCATION
PROGRAM IN THE TORONTO SCHOOL BOARD

Introduction

The last ten years have seen a great increase in the number of alcohol and drug education programs developed for inclusion within school health curricula. The majority of these derived their impetus from concern regarding the sudden and substantial increase in the use of drugs amongst young people. While the pattern of use has fluctuated and in some cases changed significantly during this period, there exists an equal or even stronger concern relating to ^{young} you people's drug use; this concern has recently focused upon their increasing preference for alcohol use, and the significant reduction in age at which alcohol is being used. stop.

This ties in with what the police officer thinks.

The Toronto School Board and the Toronto Schools' Health Curriculum Department are presently undertaking an examination of the alcohol component of the health curriculum, and in collaboration with the Addiction Research Foundation, two new alcohol education curricula are being composed for grades 7-8 and grades 9-10. It is anticipated that remaining grades will receive attention at a later date.

Two outstanding features of alcohol/drug education within the last decade have been an increase, on the one hand, regarding the need for assessment of the process and effectiveness of new curricula or programs, and, on the other hand, a general dearth of program evaluations. Most innovations have been made in the absence of any prior systematic study, and have been left to continue in operation without any critical examination of impact. This state of affairs is particularly disturbing in view of (1) the seriousness of the alcohol/drug problems prompting the development of new programs, (2) the considerable investment of time and other resources, and (3) the untested quality of many of the recent innovations in health education

(e.g. problem solving, decision making, values education, etc.).

The proposed new alcohol education curriculum for the Toronto School Board will follow recent theory concerning the importance of affective factors in education, especially when concerned with human relations issues. This curriculum attempts to integrate the better elements of traditional programs together with decision making/problem solving processes and values education. Consideration of all alcohol and related topics will be within a social-issue framework; motivation and interest will thus be maximized by initial use of students' concern with everyday issues and problems (e.g. drunk-driving, the media, teenage drinking, etc.).

The objectives of the programs include:

- (1) To raise the level of awareness of the role played by alcohol in society and in the lives of individuals;
- (2) To raise the level of awareness of the social and individual problems associated with excessive and/or inappropriate use of alcohol;
- (3) To influence attitudes towards alcohol and values associated with alcohol use which are likely to lead to responsible use of alcohol;
- (4) To reduce behaviour which is associated with or is likely to lead to misuse of alcohol;
- (5) To provide a general introduction to and a highly useful set of problem solving/decision making procedures which can be employed in all areas of later life;
- (6) to provide an introduction to and insights into the general role of values as these influence all aspects of behaviour.

A serious need for evaluation of the new curricula is felt by those responsible for their development. This should attempt to examine:

- (1) potential acceptance of the curricula by teachers and other educational personnel, especially as this relates to plans for implementing the curricula in the Board-wide school system;
- (2) the functioning and the effectiveness of the processes involved in the various elements of the curricula;
- (3) the impact of the curricula in effecting the outcome objectives established for the curricula.

Results of the evaluation should:

- (1) help identify problems associated with later acceptance and use by school personnel;
- (2) identify strengths and weaknesses associated with the educational processes involved in the use of the curricula in schools;
- (3) identify deficiencies in the content of the curricula;
- (4) suggest improvements in the format of curriculum presentation to the teachers;
- (5) begin to identify potential areas of impact, and those areas in which less than the expected level of impact is likely to occur.

Each of these evaluation outcomes will lead to suggested changes in the curriculum and its implementation, and should result in a general increase in the effectiveness of the program.

CURRICULA ASSESSMENT

Pilot-testing and assessment of the two alcohol education curricula will consist of (1) an assessment of the face-value of the two curricula by a representative group of teachers, (2) an evaluation of the use and impact of the curricula in class-room settings.

1. Assessment of the Face Value of the Curricula

The purpose of this pre-pretest of the curricula will be to identify likely reactions and difficulties experienced by teachers. It is proposed that a group composed of (a) ten health and/or physical health specialists from both grades 7-8 and and grades 9-10 and (b) ten non-health specialists from each of the two sets of grades. These teachers will be requested to examine the relevant curriculum carefully and to make an assessment of it -- providing both written and interview responses. This assessment will cover such issues as: suitability of content, major content omissions, appropriateness of curriculum format, potential impact of the educational processes involved, likelihood that teachers and students would find it investing, beneficial, etc.

2. Evaluation of Curricula Use and Impact

The major part of the evaluation will examine the process and impact of implementation of the curricula in selected schools.

In order to maximize the validity and utility of information derived from the major study as much uniformity of conditions as possible will be striven for. It is proposed to compare two conditions: one in which the new alcohol curricula are used, the other involving whatever alcohol education program presently exists -- that is, a test condition and

a control condition. Implementation of the curricula will be the responsibility of regular classroom teachers, who will previously have undergone a day's in-service training to introduce the curricula and ensure proper appreciation of the program and to strive for standardization of its use during the trial period.

Since it is unlikely that all teachers are able or willing to devote more than 3-5 class periods to the topic of alcohol use, a modified design will be employed. A few classes (e.g. 4 classes at each of grade 7, 8, 9, and 10 levels -- in two or more schools) will be arranged in which all curricula lessons (e.g. 10) will be taught within the single school year. The remaining classes (e.g. 4 classes at each of grades 7, 8, 9, and 10) will teach approximately half of the lessons (e.g. 5 lessons).

Classes will be assessed with respect to:

(A) Classroom and lesson processes:

- presentation and/or participation format
- perceived success of the class from the teachers' and students' perspective
- classroom interaction
- follow-up and class related activities
- incidental activities or events suggestive of class impact (or lack of impact)
- each lesson will be evaluated at the end of each period.

(B) Curricula impact:

- awareness and information concerning alcohol, its use, abuse and effects: improvements or lack of improvement resulting from the program

- attitudes regarding:
 - (i) alcohol and its use
 - (ii) risk taking
 - (iii) self
- awareness re the role and importance of values especially as these relate to alcohol use
- changes in priorities assigned to values
- behaviour
 - directly related to alcohol use:
 - self-reported use of alcohol
 - other indices of alcohol use by the group
- classroom and school performance e.g. reduction in behaviour problems; apparent increase in motivation; improvement in academic performance, etc.
- improved decision making skills as shown by:
 - (i) test decision problems
 - (ii) self-reported decision making in extra-classroom activities.

The above indices to be employed in the curricula evaluations will require (1) pre-testing of all students included in both the test and control groups, (2) testing at the time of the final lesson, (3) a six month follow-up. In the case of some indices, teachers' evaluations of students will be solicited.

It is expected that greater impact will be attained by use of all (10) lessons, especially if these are spaced out over an extended period (e.g. ten weeks) rather than contained within a ten day period. Those students who receive the abbreviated (and incomplete) curricula will, therefore, be expected to provide information of most use for the evaluation of individual

lessons, rather than for assessing the overall impact of the curricula.

A great many details require planning and elaboration. The present proposal provides a brief outline of current thinking regarding the evaluation of the new alcohol education program.

Michael S. Goodstadt, Ph.D.
Evaluation Studies Department
August 13, 1975

APPENDIX B

Extract From Minutes of The Toronto Board of Education

School Programs Committee, October, 1975

Extract From Minutes of The Toronto Board of Education

School Programs Committee, October, 1975

Course of Action:

1. Assessment of the Face Value of the Curricula

This phase (see page four) which would include a voluntary group of forty teachers would be asked to complete the assessment by the end of December, 1975. Interested trustees may receive an overview or briefing sessions by contacting Mrs. G. Torrance of the Physical Education Department. Meetings similar to those held to discuss the Marriage and Early Childhood Development curriculum guideline will be arranged.

2. Evaluation of Curricula Use and Impact

As outlined in the letter, (see page four) three groups of teachers would be requested to take part in the classroom evaluation:

- a. Four classes each of grades 7,8,9 and 10 (a total of 16 classes) in which all units are taught;
- b. Four classes each of grades 7,8,9 and 10 (a total of 16 classes) in which approximately half the lessons are taught.
- c. Four classes each of grades 7,8,9, and 10 (a total of 16 classes) to act as a control group.

3. Research

The Addiction Research Foundation is prepared to provide the research support, subject to the approval of the Director of Education. Designates acting for the Director would include members of the Board's Physical and Health Education and Research staff.

Therefore it is recommended that:

1. Members of the Toronto Board of Education staff cooperate with the

members of the Addiction Research Foundation staff in the Assessment of the Face Value of the Curricula, and that a progress report be submitted to the School Programs Committee no later than mid-January, 1976;

2. The progress report include the plans to evaluate the program in the classroom during the period January - June, 1976;

3. A report of the program be submitted to the School Programs Committee by the end of June, 1976.

Mitchell Lennox,
Superintendent of Curriculum
and Program.

Duncan Green,
Director of Education.

APPENDIX C

Extract From Minutes of The Toronto Board of Education

School Programs Committee, June 18, 1976

Extract From Minutes of The Toronto Board of Education

School Programs Committee, June 18, 1976

Therefore, it is recommended:

- a. That the Toronto Board of Education continue to cooperate with the Addiction Research Foundation in offering the new alcohol education program to Grades 7, 8, 9 and 10.
- b. That the Addiction Research Foundation consider the recommendations received and revise the programs accordingly.
- c. That the Addiction Research Foundation continue testing and retesting of classes to monitor the effectiveness and long term effects of the programs.
- d. That the Addiction Research Foundation consider the development of a kit of support transparencies and research materials to be used in the program.
- f. That a set of lessons be developed for testing in the Junior Grades (Grades 4, 5, 6) and be presented to the School Programs Committee prior to field testing in the schools.
- f. That, when all the data has been tabulated, a complete report be submitted to the School Programs Committee in the fall of 1976.

APPENDIX D

Example of Lesson Plan Content and Format

Lesson 2

Objectives

1. To look at television advertising as a possible influence on the drinking of alcoholic beverages.
2. To discuss the question: "How should alcohol be advertised?"

OBJECTIVE 1: TO LOOK AT TELEVISION ADVERTISING AS A POSSIBLE INFLUENCE ON THE DRINKING OF ALCOHOLIC BEVERAGES

Step 1:

Student groups report on their summarized findings from their television study by filling in a chart.

Example:

Group:	A	Channel:	7	Time:	6 - 10 p.m.	Date:	Dec. 14
Number of advertisements seen	(e.g. 9)						
What was advertised	(e.g. beer - 7 advertisements wine - 2 advertisements)						
Settings	(e.g. bars, beaches countryside)						
Main message or theme through most of the advertisements	(e.g. drinking makes you part of the gang)						
Type of programs	(e.g. westerns, sports)						
Main mood of people in most advertisements	(e.g. happy)						
Number of non-drinkers	(e.g. none, 1, 2.)						
Who were the non-drinkers	(e.g. women, different from the rest of the group, bartender)						
Your feelings	(e.g. curiosity, annoyance, relaxation)						
Likely effect on young people's drinking	(e.g. encourage drinking, make them want it when the weather is hot)						

Step 2:

Students who researched magazine and newspaper advertising report their findings.

Step 3:

Where else do you have advertisements for alcoholic beverages?

The list should include:

radio
buses
subway (where applicable)
stores
billboards
sporting events
arenas
etc.

Step 4:

Questions for discussion:

1. What message seems to run through all the advertising?

Alcohol enhances social situations
Alcohol is equated with success
Alcohol is necessary in social settings
One should drink alcoholic beverages

2. What do the advertisements fail to tell us?

Advertisements do not show:

the dangers of alcohol use
the hazards of driving after drinking

drunkenness
becoming ill
being a social nuisance
fighting
arguments
long-term physical effects (liver cirrhosis)
long term social effects (family breakdowns, loss of jobs
costs to health care system)
a cross-section of types of drinkers (older people, poor people)

3. What is the importance of the place and position of alcohol advertising?

Example:

Alcohol advertising is often associated with sporting events. Society tends to associate drinking with manly-type activities.

Some magazines do not advertise alcoholic beverages (Woman's Day, The Saturday Evening Post), yet others (Sports Illustrated, Playboy), are full of advertisements for alcoholic beverages.

4. What influence might advertisements for alcoholic beverages have on you and other people?
5. How do you feel about the advertisements?
6. How do you think you would act if you were in the setting shown in the advertisement?
7. How do you think your friends or other people you know would act?
8. Which of your senses are being appealed to by the advertisement?

It is hoped that such discussion will clarify in the students' minds the idea that advertisers are attempting to get people to buy their product. To do this, they use the most attractive people and settings so that readers or viewers will feel good and associate the good feelings with the products.

Just because this view is portrayed so widely does not mean that there is not another side to the picture of drinking alcohol and in an attempt to put it in perspective there will be more lessons on drinking alcohol and other effects.

OBJECTIVE 2: TO DISCUSS "HOW SHOULD ALCOHOL BE ADVERTISED?"

Step 1:

Question: What are some of the rules for advertising alcoholic beverages?

Have copies of the advertising code available - see Appendix

Have students read it to pick out the following points:

L.C.B.O. controls advertising
advertisements shall not encourage consumption
advertisements should not equate drinking with merit, prestige, sex, sports, helping solve problems
advertisements can only tell about the quality of product
no minors may be present in the advertisement
no endorsements allowed by public figures (e.g. hockey stars, television actors)
no liquor advertisements on radio or television
only three advertisements allowed on a bus or subway car
most number of advertisements allowed by one specific company (e.g. how many can Labatt's put on television)

Step 2:

Question: If you were going to advertise your product, what would you do?

Step 3:

Question: Should alcoholic beverages be advertised at all?

Individual Research

1. Design an advertisement for beer, wine, or liquor that is more realistic than those usually shown on television or any other medium.

2. Check on buses, subways, etc. to see if advertising code is being adhered to.

LINK: BETWEEN LESSON 2 AND LESSON 3

Alcohol advertisements are put in the media to get people to drink specific types of alcoholic beverages (e.g. Molsons vs Labatts). Sometimes they try to do this by showing people having fun while drinking that product. So one reason a person might way he drinks is because he wants to have fun.

Step 1:

Question: What other reasons do people give for drinking?

List as many reasons as students can come up with.

Step 2:

Ask each student to: interview three people who drink to get their opinions on drinking; also interview one person who does not drink to get his/her opinion on drinking, and the reasons why he/she does not drink. Ask students to construct questions they would like to ask those they interview.

These questions should include:

Why does the person drink or not drink?
What happens when they drink?
What good effects does drinking have for them?
Have they ever had any bad experiences with alcohol?
Do they have any friends or acquaintances who have problems as a result of drinking?
Where do they usually get the alcohol?
How do they feel about drinking themselves?
How do they feel about other people drinking?
What are their feelings about drunkenness in general?
Do they have different feelings about women drinking?
Where would they not drink?
When would they not drink?
What would they drink instead?

APPENDIX

On March 1, 1975 this law to control advertising became effective.

The Liquor Control Board of Ontario is responsible for checking all advertising that is used by all alcoholic beverage companies in Ontario. Before any advertisement can be put on radio, television, billboards, in subways, buses, magazines, newspapers, etc. a committee of the Liquor Control Board must approve the advertisement. Two copies of the advertisements must be given to the Committee at least two weeks before they are to be published.

Once approval for an advertisement has been given this advertisement can be used for one year. Following that year, if the company wishes to keep using the advertisement, they must get a new approval from the Committee.

Some companies sponsor sports events, (e.g. Labatts "50" Can-Am Race) and some companies have special displays, (e.g. the Carlsberg Brewery Wagon). A company may only participate in three such situations and after January 1, 1978 they will be able to use a symbol and their name only for saying that they are sponsoring such events. The company will not be allowed to advertise their product in such instances.

There are rules for the advertisements that the companies must follow in order to get approval from the Liquor Control Board.

- (1) The advertisement is not to encourage people to drink.
- (2) The advertisement must not make it seem that one can get a job, be more successful, or get along better with the opposite sex, improve performance in sports or solve personal problems if one drinks the beverage advertised.
- (3) The advertisement may include a message on the quality and high manufacturing standards of the product.

- (4) The advertisement must not include scenes of people actually drinking the product.
- (5) The advertisement must not include people under 18 years of age.
- (6) The advertisement must not use a well-known person to promote the product.
- (7) Well known groups, e.g. hockey players, may not endorse the product in any advertisement.

There are also rules about how many advertisements may be used and how often the products can be advertised.

- (1) A company may well only place one advertisement in a daily and weekly newspaper.
- (2) A company may only place one advertisement in any one public transportation vehicle at a time.
- (3) A company may only place one advertisement on subway platforms and in airports and railway stations at a time.
- (4) A company may only sponsor 2 hours of radio time per week and 1½ hours of television time per week, on any one station to a limit of 52 hours per year.

Television Advertising Report

Group: _____ Channel Watched: _____

Dates: _____ Time: _____

Total number of advertisements seen: _____

Number of advertisements for beer: _____

Number of advertisements for wine: _____

Where the people were drinking: _____

The main message in the advertisements: _____

The programmes that had the advertisements: _____

The mood of the people: _____

The number of non-drinkers: _____

Who the non-drinkers were: _____

Your feelings while watching the advertisement: _____

What might be the most likely effect on young people's drinking:

'Alcohol's the problem—not commercials'

Broadcasters enter ad fray

By Bryne Carruthers

OTTAWA — The Canadian Association of Broadcasters (CAB) has taken a swipe at proposals by federal health minister Marc Lalonde to eliminate "lifestyle" beer commercials on television, to restrict broadcasting times for beer and wine advertising, and to require a health warning on the broadcasters' advertising.

In a submission entitled Alcoholism is the problem, not broadcast beer commercials, the broadcasters' association maintains that even the heavily

criticized beer commercials (which show young, sexy, hip couples, drinking beer with gusto during and after sport and social activities) don't promote excessive drinking.

The principal purpose of the advertisements is merely to influence brand selection, the CAB says.

The commercials show no more than one glass per person "in a health environment which reflects a setting not unlike many real life social gatherings," the association notes.

One newspaper columnist was

quick to point out the commercials promote beer by showing how "in" and how enjoyable life can be for those who drink beer. And it is obvious the advertised social gatherings won't end after the one beer is consumed.

In fact, some commercials show a 24-bottle case or two of beer being brought to a cottage for what is obviously going to be a wild and woolly weekend.

The CAB says restricting the hours that beer and wine advertising could be aired on television could cause problems in coast-to-

(See — Broadcasters — Page 6)

coast broadcasting of events like hockey.

And, this wouldn't ensure that sensitive younger viewers would necessarily miss the alcohol ads.

Mr Lalonde has talked about a nationwide ban before 8 pm and 9 pm, as at least one province has implemented.

The CAB urges advertising to promote moderate drinking rather than the required health warnings that Mr Lalonde is promoting.

The private broadcaster members of the CAB make about \$16 million dollars a year from beer and wine advertising. Hard liquor advertising is banned, but the CAB is pushing for a lifting of the restriction.

The association warns that if advertising restrictions are too severe, all advertisers could be forced to go elsewhere, thereby undercutting financial support for Canadian programming.

They also note that despite beer and wine advertising, and the ban on hard liquor advertising, consumption of hard liquor in recent years has actually been growing more rapidly than the consumption of beer and wine. And increases in beer consumption have been no less in provinces where broadcast ads are restricted.

The association notes that broadcasters have been involved in a fight against alcohol abuse through public relations programs and public service announcements. The broadcasters are also carrying government advertisements promoting responsible consumption of alcohol.

It is also noted in the submission that restrictions on Canadian radio and television alcohol advertising would still leave comparable advertising on US television stations, which many Canadians watch on cable television systems.

APPENDIX E1

Teachers' Individual Lesson Assessment Instrument

TEACHERS' EVALUATION OF TORONTO
ALCOHOL EDUCATION CURRICULUM

Dear Teacher:

To follow up the contact that was made by Mrs. Torrance regarding your cooperation in the evaluation of a new (grades 9-10) curriculum for alcohol education we would like you now to help us begin the evaluation: (1) by providing a general assessment of the ten lesson outlines, and (2) if time permits, by providing individual assessments of any or all of the ten lessons.

I General Assessment

Please complete the form entitled "General Assessment". You are being asked to evaluate the total set of lessons from the standpoint of a beginning teacher (or one not experienced in alcohol and health education); we are looking for honest assessments of the curriculum's format, content, and processes.

II Individual Lesson Assessment

If you wish (and if you have time), we would also appreciate receiving assessments of any or all of the individual lessons -- for this, please complete "Individual Lesson Assessment" forms. Do not feel obliged to complete evaluations for all lessons; feedback regarding especially poor or especially good lessons will itself be useful.

Please be sure to identify the lessons on the individual lesson assessment sheets.

Thank you very much for your cooperation and help in this curriculum development; we are all trying to produce something which you, the teachers, and your students will find exciting and beneficial.

February 1976

Michael S. Goodstadt, Ph.D.
Evaluation Studies Department
Addiction Research Foundation

INDIVIDUAL LESSON ASSESSMENT

You are being asked (if you have time and inclination) to assess any individual lessons you desire -- e.g. the best, the worst, etc. lesson. Please be sure to indicate which lesson you are assessing. Please, again, take the viewpoint of the beginning or less experienced teacher.

Your Name: _____ Lesson Number: _____

1. My rating of the lesson's format was:

Extremely Poor 1 2 3 4 5 6 7 Extremely Good

Give reasons for your rating: _____

How might the lesson's format be improved? _____

2. My rating of the lesson's content was:

Extremely Poor 1 2 3 4 5 6 7 Extremely Good

Give reasons for your rating: _____

How might the lesson's content be improved? _____

3. My rating of the lesson's processes was:

Extremely poor 1 2 3 4 5 6 7 Extremely Good

Cont'd...

Give reasons for your rating: _____

How might the lesson's processes be improved? _____

4. My overall rating of the lesson was:

Extremely Poor 1 2 3 4 5 6 7 Extremely Good

Give reasons for your rating (if not already given in answers #1-3 above):

How might the lesson be improved (if you have not already indicated this in answers #1-3 above)?

What did you like least about the lesson? And, why? _____

What did you like most about the lesson? And, why? _____

APPENDIX E2

Teachers' General Lesson Assessment Instrument

GENERAL ASSESSMENT

You are being asked to evaluate the complete set of 10 lessons from the standpoint of a beginning teacher (or one not experienced in alcohol and health education).

School: _____ Your Name: _____

Grade(s) you currently teach: _____

Are you a health/physical education specialist? Yes _____; No _____

I Curriculum Format

(By format we mean: organization, structure, layout, presentation, etc. of the curriculum.)

Please indicate your assessment of the curriculum's format by circling the appropriate numbers on the following scales:

The Curriculum is:

Very Poorly Organized	1	2	3	4	5	6	7	Very Well Organized
Not Detailed Enough	1	2	3	4	5	6	7	Too Detailed
Very Easy to Follow	1	2	3	4	5	6	7	Very Difficult to Follow
Very Easy to Use	1	2	3	4	5	6	7	Very Difficult to Use

The Lessons are:

Very Long	1	2	3	4	5	6	7	Very Short
Very Easy to Teach	1	2	3	4	5	6	7	Very Difficult to Teach
Follow Each Other Very Well	1	2	3	4	5	6	7	Do Not Follow Each Other Very Well

What improvements in format would you like to see made? _____

Cont'd...

What did you especially like about the format? And, why? _____

I think students would find the format... _____

Cont'd...

II Curriculum Content

(By content we mean the material, topics, information included in the curriculum.)

The Content of the Curriculum:

Is very difficult for <u>teachers</u> to understand	1	2	3	4	5	6	7	Is very easy for <u>teachers</u> to understand
Is very comprehensive	1	2	3	4	5	6	7	Is very superficial
Is very adequate for <u>teachers</u>	1	2	3	4	5	6	7	Is very inadequate for <u>teachers</u>
Covers all important topics regarding alcohol and health	1	2	3	4	5	6	7	Does not cover enough of the important topics regarding alcohol and health
Is very biased	1	2	3	4	5	6	7	Is very fairly presented
Is very interesting for <u>teachers</u>	1	2	3	4	5	6	7	Is very boring for <u>teachers</u>
Is very adequate for <u>students</u>	1	2	3	4	5	6	7	Is very inadequate for <u>students</u>
Is very interesting for <u>students</u>	1	2	3	4	5	6	7	Is very boring for <u>students</u>
Is very difficult for <u>students</u> to understand	1	2	3	4	5	6	7	Is very easy for <u>students</u> to understand

What areas of concern would you like added to the curriculum? _____

Cont'd...

Where would further information be useful to you? _____

Which information area(s) was most adequately or successfully provided?

III Curriculum Processes

(By process we mean the teaching methods, techniques, procedures, etc. incorporated into the curriculum.)

The Processes in the Curriculum:

Will be very stimulating for <u>teachers</u>	1	2	3	4	5	6	7	Will not be at all stimulating for <u>teachers</u>
Are well explained for the teacher	1	2	3	4	5	6	7	Are poorly explained for the teacher
Will not be helpful in teaching about alcohol	1	2	3	4	5	6	7	Will be very helpful in teaching about alcohol
Are not at all innovative	1	2	3	4	5	6	7	Are very innovative
Will be very difficult to use	1	2	3	4	5	6	7	Will be very easy to use
Will be very stimulating for <u>students</u>	1	2	3	4	5	6	7	Will not be at all stimulating for <u>students</u>

What improvements in process would you like to see made? _____

What additional processes would you recommend for inclusion in the curriculum?

Cont'd...

What are the best processes (or aspects of process) in the curriculum?
And, why?

Please rate each lesson in terms of its overall adequacy in helping students better understand about alcohol use in our society.

Lesson 1	Extremely Poor	1	2	3	4	5	6	7	Extremely Good
Lesson 2	Extremely Poor	1	2	3	4	5	6	7	Extremely Good
Lesson 3	Extremely Poor	1	2	3	4	5	6	7	Extremely Good
Lesson 4	Extremely Poor	1	2	3	4	5	6	7	Extremely Good
Lesson 5	Extremely Poor	1	2	3	4	5	6	7	Extremely Good
Lesson 6	Extremely Poor	1	2	3	4	5	6	7	Extremely Good
Lesson 7	Extremely Poor	1	2	3	4	5	6	7	Extremely Good
Lesson 8	Extremely Poor	1	2	3	4	5	6	7	Extremely Good
Lesson 9	Extremely Poor	1	2	3	4	5	6	7	Extremely Good
Lesson 10	Extremely Poor	1	2	3	4	5	6	7	Extremely Good

APPENDIX F1

Elementary Schools' Alcohol Knowledge Test

(Pre-test : Items Nos. 1 - 49)

(Post-test: Items Nos. 1 - 101)

Please circle TRUE, FALSE or DON'T KNOW after each statement.

"Santa Claus" is an example of a myth.	TRUE	FALSE	DON'T KNOW
"Girls should never ask boys for a date" is an example of a myth.	TRUE	FALSE	DON'T KNOW
If you have a cold, the best advice on how to treat it would come from a newspaper story written about a scientist who has done research on the causes of colds.	TRUE	FALSE	DON'T KNOW
Advertising alcohol on television makes more people drink.	TRUE	FALSE	DON'T KNOW
Advertisements for alcohol on television does not show how people really are when they drink.	TRUE	FALSE	DON'T KNOW
Advertising liquor on television is not allowed.	TRUE	FALSE	DON'T KNOW
It is against the liquor advertising code to put more than three liquor ads in a bus or subway car.	TRUE	FALSE	DON'T KNOW
Some people say they drink to be part of a group.	TRUE	FALSE	DON'T KNOW
Some people say they drink to relax.	TRUE	FALSE	DON'T KNOW
Alcohol wakes you up.	TRUE	FALSE	DON'T KNOW
Alcoholics usually drink every day.	TRUE	FALSE	DON'T KNOW
Alcoholism is a physical disease.	TRUE	FALSE	DON'T KNOW
Alcohol affects the brain.	TRUE	FALSE	DON'T KNOW
Alcohol affects the organs of the body (the heart, liver, etc.).	TRUE	FALSE	DON'T KNOW
A 12 oz. bottle of beer has as much alcohol in it as three martinis.	TRUE	FALSE	DON'T KNOW
Alcohol leaves the body slowly if a person is eating.	TRUE	FALSE	DON'T KNOW
Alcohol does not make a person feel sexy.	TRUE	FALSE	DON'T KNOW

In Ontario, it is illegal to drive a car if one's blood alcohol level is above .08%.	TRUE	FALSE	DON'T KNOW
For the average person, it takes about 2-3 drinks in an hour to be legally impaired.	TRUE	FALSE	DON'T KNOW
It is illegal, in Ontario, to drink alcohol in a moving car.	TRUE	FALSE	DON'T KNOW
A social drinker drinks in order to be social.	TRUE	FALSE	DON'T KNOW
Social drinking leads to automobile and other accidents.	TRUE	FALSE	DON'T KNOW
Beer has yeast in it.	TRUE	FALSE	DON'T KNOW
Alcohol is broken down by the stomach.	TRUE	FALSE	DON'T KNOW
You will not get drunk if you drink only three drinks an hour.	TRUE	FALSE	DON'T KNOW
A plum pudding flames because alcohol is covering it and burning.	TRUE	FALSE	DON'T KNOW
Alcohol is used in windshield washer fluid.	TRUE	FALSE	DON'T KNOW
If someone in my family is having a problem with alcohol, the best thing I could do is never invite my friends over.	TRUE	FALSE	DON'T KNOW
To be good at sports, a person must be good looking.	TRUE	FALSE	DON'T KNOW
Some people never drink because their religion forbids drinking.	TRUE	FALSE	DON'T KNOW
If alcohol is a problem in a family each person talks nicely.	TRUE	FALSE	DON'T KNOW
Some people never drink because their parents drink a lot.	TRUE	FALSE	DON'T KNOW
To be good at sports, a person must have good visual coordination.	TRUE	FALSE	DON'T KNOW
If someone in my family is having a problem with alcohol, the best thing I could do is go to Alcoholics Anonymous.	TRUE	FALSE	DON'T KNOW
Alcohol can be used to sterilize medical instruments.	TRUE	FALSE	DON'T KNOW

A plum pudding flames because the pudding is burning.	TRUE	FALSE	DON'T KNOW
You will not get drunk if you only drink one drink an hour.	TRUE	FALSE	DON'T KNOW
Alcohol is broken down by the pancreas.	TRUE	FALSE	DON'T KNOW
Beer has methyl-alcohol in it.	TRUE	FALSE	DON'T KNOW
Consequences of social drinking could be drinking more often than planned.	TRUE	FALSE	DON'T KNOW
A social drinker only drinks with others.	TRUE	FALSE	DON'T KNOW
It is illegal, in Ontario, to drink alcohol at a restaurant which is not licensed.	TRUE	FALSE	DON'T KNOW
Alcohol can flavour food.	TRUE	FALSE	DON'T KNOW
In Ontario, it is illegal to drive a car if one's blood alcohol is .05%.	TRUE	FALSE	DON'T KNOW
Alcohol changes the way a person acts.	TRUE	FALSE	DON'T KNOW
Alcohol leaves the body mainly through sweating.	TRUE	FALSE	DON'T KNOW
A 12 oz. bottle of beer has as much alcohol in it as one shot (1½ oz.) of whiskey.	TRUE	FALSE	DON'T KNOW
An alcoholic is a person whose drinking causes serious problems in his/her life.	TRUE	FALSE	DON'T KNOW
Alcohol is a drug.	TRUE	FALSE	DON'T KNOW
"Aladdin and His Magic Lamp" is an example of a myth.	TRUE	FALSE	DON'T KNOW
If you have a cold, the best advice on how to treat it would come from your friend's mother.	TRUE	FALSE	DON'T KNOW
Television advertising is not allowed to use a famous person to sell an alcohol product.	TRUE	FALSE	DON'T KNOW
Some people say they drink to stay awake.	TRUE	FALSE	DON'T KNOW
Alcohol can help cure a cold.	TRUE	FALSE	DON'T KNOW
Alcoholics cannot stop drinking.	TRUE	FALSE	DON'T KNOW
Alcoholism is inherited (is passed from parents to children).	TRUE	FALSE	DON'T KNOW

Alcohol affects the muscles.	TRUE	FALSE	DON'T KNOW
A 12 oz. bottle of beer has as much alcohol in it as one cocktail.	TRUE	FALSE	DON'T KNOW
Alcohol leaves the body quickly, if a person is eating.	TRUE	FALSE	DON'T KNOW
Alcohol does not change the way people talk with each other.	TRUE	FALSE	DON'T KNOW
It takes about 4-5 drinks in an hour to be legally impaired.	TRUE	FALSE	DON'T KNOW
Alcohol can be burned out of food.	TRUE	FALSE	DON'T KNOW
It is illegal, in Ontario, to drink alcohol at a hockey game.	TRUE	FALSE	DON'T KNOW
A social drinker only drinks wine.	TRUE	FALSE	DON'T KNOW
Consequences of social drinking could be getting drunk.	TRUE	FALSE	DON'T KNOW
Beer has barley in it.	TRUE	FALSE	DON'T KNOW
Liquor is made by letting the alcohol form naturally.	TRUE	FALSE	DON'T KNOW
Alcohol is broken down by the large intestine.	TRUE	FALSE	DON'T KNOW
You will not get drunk if you drink only two drinks an hour.	TRUE	FALSE	DON'T KNOW
A plum pudding flames because alcohol is in it and flaming.	TRUE	FALSE	DON'T KNOW
Alcohol is used in cough medicines.	TRUE	FALSE	DON'T KNOW
If someone in my family is having a problem with alcohol the best thing I could do is go to Alateen.	TRUE	FALSE	DON'T KNOW
To be good at sports, a person must be popular.	TRUE	FALSE	DON'T KNOW
Some people never drink because they dislike the taste of alcohol.	TRUE	FALSE	DON'T KNOW
Alcohol could hurt my participation in sports by making my hands shake.	TRUE	FALSE	DON'T KNOW

If alcohol is a problem in a family, problems are best solved by talking about them.	TRUE	FALSE	DON'T KNOW
Some people never drink because their parents never drink.	TRUE	FALSE	DON'T KNOW
If someone in my family is having a problem with alcohol the best thing I can do is hide the alcohol.	TRUE	FALSE	DON'T KNOW
Alcohol is used to help some people sleep.	TRUE	FALSE	DON'T KNOW
A plum pudding flames because oil is on it and is burning.	TRUE	FALSE	DON'T KNOW
You will not get drunk if you do not drink anything.	TRUE	FALSE	DON'T KNOW
Alcohol is broken down by the liver.	TRUE	FALSE	DON'T KNOW
Liquor is made by heating it to form a vapour and then cooling out the alcohol.	TRUE	FALSE	DON'T KNOW
Beer has sugar in it.	TRUE	FALSE	DON'T KNOW
Consequences of social drinking could be poor health.	TRUE	FALSE	DON'T KNOW
A social drinker only drinks at parties.	TRUE	FALSE	DON'T KNOW
It is illegal, in Ontario, to drink alcohol if one is under 18 years of age.	TRUE	FALSE	DON'T KNOW
Alcohol cooked in food can make one feel different.	TRUE	FALSE	DON'T KNOW
It takes about one drink in an hour to be legally impaired.	TRUE	FALSE	DON'T KNOW
In Ontario, it is illegal to drive a car if one's blood alcohol level is below .08%.	TRUE	FALSE	DON'T KNOW
Alcohol does not change the way a person feels.	TRUE	FALSE	DON'T KNOW
Alcohol leaves the body at the rate of one drink per hour.	TRUE	FALSE	DON'T KNOW
A 12 oz. bottle of beer has as much alcohol in it as two drinks of rye whiskey.	TRUE	FALSE	DON'T KNOW

Alcohol affects the nervous system.	TRUE	FALSE	DON'T KNOW
Alcoholics usually live on skid row.	TRUE	FALSE	DON'T KNOW
Alcohol warms you up.	TRUE	FALSE	DON'T KNOW
Some people say they drink to get energy.	TRUE	FALSE	DON'T KNOW
Alcohol companies are not allowed to urge people to drink by advertising.	TRUE	FALSE	DON'T KNOW
Advertising alcohol on television does not have any effect on what people drink.	TRUE	FALSE	DON'T KNOW
If you have a cold, the best advice on how to treat it would come from your family doctor.	TRUE	FALSE	DON'T KNOW
"Alcoholics drink every day" is an example of a myth.	TRUE	FALSE	DON'T KNOW

APPENDIX F2

Secondary Schools' Alcohol Knowledge Test

(Pre-test : Items Nos. 1 - 25)

(Post-test: Items Nos. 1 - 60)

Please circle TRUE, FALSE or DON'T KNOW after each statement.

You can get sober after drinking by drinking three cups of coffee.	TRUE	FALSE	DON'T KNOW
Television programmes do not usually show people who drive after drinking.	TRUE	FALSE	DON'T KNOW
Wanting to have confidence in oneself is an emotional need.	TRUE	FALSE	DON'T KNOW
It is illegal, in Ontario, to sell liquor to someone who is drunk.	TRUE	FALSE	DON'T KNOW
Drinking a lot makes people gain weight.	TRUE	FALSE	DON'T KNOW
It is illegal to drive with a case of unopened beer on the back seat.	TRUE	FALSE	DON'T KNOW
A consequence of driving after drinking could be getting a police record.	TRUE	FALSE	DON'T KNOW
A drinking problem in a family brings the family closer together.	TRUE	FALSE	DON'T KNOW
In crime television programmes (e.g. Cannon) the hero often has a couple of drinks to relax.	TRUE	FALSE	DON'T KNOW
Alcohol can cause impotence in males.	TRUE	FALSE	DON'T KNOW
Drinking makes it difficult to exercise.	TRUE	FALSE	DON'T KNOW
A bottle of beer has only calories and no good food value.	TRUE	FALSE	DON'T KNOW
Sexuality is thinking a lot about sex.	TRUE	FALSE	DON'T KNOW
If a person drinks a lot he/she may not take care of his/her health.	TRUE	FALSE	DON'T KNOW
People tend to turn the car steering wheel too much after they have been drinking (i.e. over-correcting).	TRUE	FALSE	DON'T KNOW
An agency that treats alcohol problems is Family Services.	TRUE	FALSE	DON'T KNOW
Drinking leads to people being short of breath.	TRUE	FALSE	DON'T KNOW
Drinking increases your ability to react to a situation.	TRUE	FALSE	DON'T KNOW

To keep fit I could get lots of fresh air.	TRUE	FALSE	DON'T KNOW
Television programmes usually show only happy times with drinking.	TRUE	FALSE	DON'T KNOW
You can get sober after drinking by having a cold shower.	TRUE	FALSE	DON'T KNOW
One's health can be hurt by social drinking.	TRUE	FALSE	DON'T KNOW
Most people drink for pleasure.	TRUE	FALSE	DON'T KNOW
Peace is a value for some people.	TRUE	FALSE	DON'T KNOW
Alcohol abuse is Canada's most serious drug problem.	TRUE	FALSE	DON'T KNOW
Television programmes usually show bad effects of drinking.	TRUE	FALSE	DON'T KNOW
Wanting to understand is an emotional need.	TRUE	FALSE	DON'T KNOW
You can get sober after drinking by waiting at least one hour for each drink you have had.	TRUE	FALSE	DON'T KNOW
Alcohol can make you hungry.	TRUE	FALSE	DON'T KNOW
If a person drinks a lot, friends will no longer want to be around.	TRUE	FALSE	DON'T KNOW
It is legal for someone under 18 years of age to drink alcohol at home.	TRUE	FALSE	DON'T KNOW
A consequence of driving after drinking could be losing your license.	TRUE	FALSE	DON'T KNOW
A drinking problem in a family can only be solved if the drinker goes to Alcoholics Anonymous.	TRUE	FALSE	DON'T KNOW
To keep fit I could exercise.	TRUE	FALSE	DON'T KNOW
Drinking can lead to muscle pain.	TRUE	FALSE	DON'T KNOW
Sexuality is how I feel about being a boy/girl.	TRUE	FALSE	DON'T KNOW
To keep fit it is necessary not to drink.	TRUE	FALSE	DON'T KNOW
Sexuality is how we react to members of the opposite sex.	TRUE	FALSE	DON'T KNOW

Group therapy can be helpful for someone with a drinking problem.	TRUE	FALSE	DON'T KNOW
Drinking makes it difficult to see to the sides of road while driving (tunnel vision).	TRUE	FALSE	DON'T KNOW
Wanting to be free is an emotional need.	TRUE	FALSE	DON'T KNOW
Alcohol can satisfy thirst.	TRUE	FALSE	DON'T KNOW
In police television shows (e.g. Police Woman), the hero often meets someone in a bar and has a drink.	TRUE	FALSE	DON'T KNOW
In action television programmes (e.g. Six Million Dollar Man), the hero usually refuses to drink at a party.	TRUE	FALSE	DON'T KNOW
It is not possible to get sober by running around the block.	TRUE	FALSE	DON'T KNOW
It is not possible to get sober by eating.	TRUE	FALSE	DON'T KNOW
Television programmes are saying that it is okay to drink; they do this by seldom showing people getting into trouble as a result of drinking.	TRUE	FALSE	DON'T KNOW
Heroes on television never drink.	TRUE	FALSE	DON'T KNOW
Using alcohol to satisfy a need means that other needs will probably not be met.	TRUE	FALSE	DON'T KNOW
Drinking early in the morning is a sign of being an alcoholic.	TRUE	FALSE	DON'T KNOW
In Ontario, a parent can serve alcohol to a child in their home.	TRUE	FALSE	DON'T KNOW
The Liquor Control Board is the only agency that can sell alcohol.	TRUE	FALSE	DON'T KNOW
It is unlikely that a person will get caught if he/she drives after drinking.	TRUE	FALSE	DON'T KNOW
Teenage drinking is more accepted by parents than smoking "pot".	TRUE	FALSE	DON'T KNOW
Only the drinker in a family causes the problems.	TRUE	FALSE	DON'T KNOW

Athletes should never drink alcohol.	TRUE	FALSE	DON'T KNOW
There is nothing a young person can do if there is a drinking problem in the family.	TRUE	FALSE	DON'T KNOW
If a person drives after drinking, he/she will often take more risks than if he/she were completely sober.	TRUE	FALSE	DON'T KNOW
The Addiction Research Foundation is a good place to get help for an alcohol problem.	TRUE	FALSE	DON'T KNOW
It is more difficult to judge distances after drinking.	TRUE	FALSE	DON'T KNOW

APPENDIX G1

Alcohol Attitudes Pre-test Scale

Below is a series of statements about alcohol and drugs. Please indicate with a check in the appropriate column whether you:

(a) strongly disagree, (b) disagree, (c) agree, or (d) strongly agree with each statement. If you neither agree nor disagree with a statement place a check the column labelled "undecided".

Since there are no right or wrong answers, you should not spend too much time on any one item. Just give your first thought and move on quickly to the next item.

(ALCOHOL INCLUDES BEER, WINE, AND LIQUOR.)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. There is nothing wrong with drinking alcohol.					
2. People who use drugs are a burden to society.					
3. Too much fuss is made about alcohol use.					
4. Something is wrong with the world when drug taking becomes an accepted way of life					
5. Drinking alcohol is a waste of money					
6. I would welcome the opportunity to get "high" on drugs.					
7. People who use alcohol often make fools of themselves.					
8. It should not concern anybody else if a person wants to get drunk.					
9. Drinking alcohol should be considered the same as the use of other drugs.					
10. Teenage drinking is a serious problem.					
11. Alcohol helps you get over problems.					
12. Young people who do not drink should receive more respect than those who do drink.					

APPENDIX G2

Alcohol Attitudes Post-test Scale

Form II

Below is a series of statements about alcohol and drugs. Please indicate with a check in the appropriate column whether you:

(a) strongly disagree, (b) disagree, (c) agree, or (d) strongly agree with each statement. If you neither agree or disagree with a statement place a check in the column labelled "undecided". Since there are no right or wrong answers you should not spend too much time on any one item. Just give your first thought and move on quickly to the next item.

(ALCOHOL INCLUDES BEER, WINE, and LIQUOR.)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Alcohol is a good thing to loosen the atmosphere at a party.					
2. We need stricter control of drugs.					
3. The dangers of alcohol outweigh the pleasures of drinking.					
4. There is nothing wrong with using drugs if they make you feel good.					
5. The government should put tighter controls on the sale of alcohol.					
6. Drugs can help improve relations among people.					
7. There is nothing wrong with getting really drunk once in a while.					
8. Everyone should try to drink less alcohol than they do now.					
9. It is alright to drink and drive as long as you don't drink too much.					
10. Laws about the use of alcohol should be more strictly enforced.					
11. It is a sign of manliness to be able to hold your liquor.					
12. People should not be pressured to drink if they don't want to.					

APPENDIX H1

Alcohol Use Pre-test Questionnaire

FORM I

1. How much alcohol have you drunk altogether during the PAST WEEK (both at home and away from home)?

A BEER: _____ Bottles or Big Mugs of Beer (12 ounces)

(write in the number of bottles or mugs you have drunk during the past week)

_____ Small Glasses of Draft Beer (7 ounces)

None _____

Don't Know _____

B LIQUOR: _____ Shots, Drinks or Cocktails (whiskey, rum, gin, etc.)
(1½ ounces) (a "double" is equivalent to TWO drinks)

None _____

Don't Know _____

C WINE: _____ Glasses of Wine (4 ounces)

None _____

Don't Know _____

2. Is the total amount of beer, liquor and wine that you drank LAST WEEK:

A More than you usually drink in a week

B Less than you usually drink in a week

C About the same as you usually drink in a week

3. If what you drank last week was not the same as you usually drink, how much alcohol do you usually drink in a week (IF WHAT YOU DRANK LAST WEEK WAS THE SAME AS WHAT YOU USUALLY DRINK IN A WEEK, YOU DO NOT HAVE TO ANSWER THIS QUESTION -- CHECK HERE (_____) AND GO TO QUESTION #4.)

A BEER: _____ Bottles or Big Mugs of Beer (12 ounces)

(write in the number of bottles or mugs you have drunk during the past week)

_____ Small Glasses of Draft Beer (7 ounces)

None _____

Don't Know _____

B LIQUOR: _____ Shots, Drinks or Cocktails (whiskey, rum, gin, etc.)
(1½ ounces) (a "double" is equivalent to TWO drinks)

None _____

Don't Know _____

C WINE: _____ Glasses of Wine (4 ounces)

None _____

Don't Know _____

4. What sort of alcoholic drink do you usually drink?

- A Beer mostly
- B Liquor mostly
- C Wine mostly
- D Beer and liquor about equally
- E Beer and wine about equally
- F Liquor and wine about equally
- G Beer and liquor and wine about equally
- H I don't drink at all

5. On average, how often do you drink alcohol?

- A Less than once a month
- B About once a month
- C Two to three times a month
- D About once a week
- E About two to five times a week
- F Nearly every day
- G I don't drink at all

6. In the past six months I have used alcohol (beer, liquor, wine):

- A Not at all
- B One or two times
- C Three or four times
- D Five or six times
- E Seven to ten times
- F Eleven to twenty times
- G Twenty-one to fifty times
- H More than fifty times

7. In the next twelve months I expect to use alcohol (beer, liquor, wine):

- A A lot more often than during the past twelve months
- B A little more often than during the past twelve months
- C A little less often than during the past twelve months
- D A lot less often than during the past twelve months
- E About the same amount as during the past twelve months
- F I do not use alcohol and do not expect to use it during the next twelve months

APPENDIX H2

Alcohol Use Post-test Questionnaire

FORM I

1. How much alcohol have you drunk altogether during the PAST WEEK (both at home and away from home)?

A BEER: _____ Bottles or Big Mugs of Beer (12 ounces)

(write in the number of bottles or mugs you have drunk during the past week)

_____ Small Glasses of Draft Beer (7 ounces)

None _____

Don't Know _____

B LIQUOR: _____ Shots, Drinks or Cocktails (whiskey, rum, gin, etc.)
(1½ ounces) (a "double" is equivalent to TWO drinks)

None _____

Don't Know _____

C WINE: _____ Glasses of Wine (4 ounces)

None _____

Don't Know _____

2. Is the total amount of beer, liquor, and wine that you drank LAST WEEK:

A More than you usually drink in a week

B Less than you usually drink in a week

C About the same as you usually drink in a week

3. In the next twelve months I expect to use ALCOHOL (beer, liquor, wine):

A A lot more often than during the past twelve months

B A little more often than during the past twelve months

C A little less often than during the past twelve months

D A lot less often than during the past twelve months

E About the same amount as during the past twelve months

F I do not use alcohol and do not expect to use it during the next twelve months

APPENDIX I1

Students' Individual Lesson Evaluation Instrument

Please circle the number that best tells how you feel about today's class.

I found today's class:

very dull	1	2	3	4	5	6	7	very interesting
very useful for me	7	6	5	4	3	2	1	not useful for me
very difficult to understand	1	2	3	4	5	6	7	very easy to understand
was full of correct information	7	6	5	4	3	2	1	was full of incorrect information
covered things that are important to me	7	6	5	4	3	2	1	covered things that are not important to me

Because of today's class:

I learned a great deal about myself	7	6	5	4	3	2	1	I learned nothing about myself
I will not want to change the way I act	1	2	3	4	5	6	7	I will want to change the way I act
I learned a great deal about the way other people act	7	6	5	4	3	2	1	I did not learn anything about the way other people act

What I found most helpful was _____

What I found least helpful was _____

Any further comments you would like to make?

APPENDIX I2

Students' Overall Program Evaluation Instrument

STUDENT'S FINAL EVALUATION

DATE: _____

GRADE: _____

PLEASE COMPLETE AND RETURN THIS TODAY

1. What things do you have more knowledge of because of these ten sessions?

2. What things do you think you can handle better in your life because of these ten sessions?

3. Was the time you put in worth what you received from the sessions?

Yes _____;

No _____;

Why? _____

4. How would you evaluate these ten sessions compared to other courses?

MUCH BELOW
the Value of
Other Courses

1

2

3

4

5

6

7

MUCH ABOVE
the Value of
Other courses

5. Do you think you covered things in these sessions that are not covered elsewhere in school?

Yes _____;

No _____;

Explain Briefly: _____

11-11-68

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A354

Appendices

Alcoholism and Drug Addiction
Research Foundation of Ontario.
Development and evaluation of
two alcohol education pro-
grams for the Toronto Board
of Education.

[illegible]

